MBI

MBI Planning Process Analyses EXAMPLE

The objective of the *MBI Process Analyses* is to define an action plan to increase the working capacity needed to effectively implement and sustain MBI efforts. The Process Analyses Checklist can be used to guide problem solving regarding what structures (systems/practices/data) are needed to build capacity for each component. The following pages are provided as a resource to guide your assessment and action planning.

Guidelines for Use:

- Complete as a team
- Consider existing implementation of behavior-related efforts, initiative, practices, procedures and programs.
- Answer questions for each section. You may want to work through the analysis for various level of intervention (e.g. primary, secondary, tertiary)

Date_____

Members of Team Completing Assessment_____

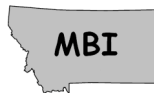Level of Implementation Being Considered

☐ Universal
☐ Targeted Group
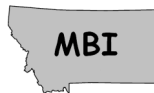☐ Individual Student
☐ Specific Practice _____
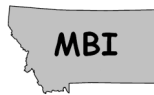
Developing the Action Plan
Cafeteria Example DRAFT May 19, 2004

Develop an action plan for each component, using the completed checklist as your guideline. For each critical component that is not in place, outline the required activity (task analysis), who will complete the task, and what the timeline is using the following format:

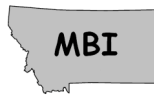|	ACTIVITY	TASK ANALYSIS	WHO	WHEN
Practices	Is there research/evidence that supports the practice you have decided to adopt?	*Review literature on MBI in nonclassroom settings.*	*Fred*	*August 1*
	What lessons will be necessary to teach the students the desired behavior? – Who will develop the lesson plans? – How will instruction be provided? – How will students practice the desired behavior? – How will feedback be provided to the students on the performance of their behavior?	*1.Review and revise existing Cool Tools* *2. Review lessons in classroom* *3. Practice routines in the cafeteria* *4. Bear paws distributed and reteaching occurs as necessary*	*1. Grade level team members and cafeteria supervisors* *2. all teachers* *3. Students, teachers and café workers* *4. teachers and café workers*	*1. August 1* *2. First week of school* *3. First week of school* *4. Booster for one week each trimester*

What routines need to be developed to support the desired behavior, improve transitions or movement, or eliminate problems in the environment? – How will the routines be taught to the students and staff? – How will the students practice the routines with feedback?	*Assess traffic flow and routines for cafeteria and review discipline referrals for trends.* *1. Each grade level team is taught new routines and transitions* *2. Lessons introduced in classroom, practiced in cafeteria*	*MBI team* *1.MBI grade-level team reps.* *2. Classroom teachers and café staff*	*June 1, 2004* *1.First week of school* *2.Booster for one week each trimester*
How will the students be encouraged to use the desired behavior? – What reinforcement will be used? – How will it be communicated to students?	*Bear paws tickets are given by café staff when students exhibit expected behaviors. Students tear off a portion of Bear paw to take home to parents and other half of Bear paw is posted in café. When the bear silhouette in cafe is covered with bear paws the entire school celebrates (e.g. popcorn party, ice crème).*	*Teachers and café workers explain feedback/ encouragement system to students in class*	*First week of school*
How will corrections be made for inappropriate behavior? – Do the procedures take an instructional approach? – Do the procedures provide additional opportunities for practice with feedback? – Have a continuum of responses been identified to the staff?	*Reminders of appropriate café behavior given* *Reteaching will take place* *Line up quiet students first to go to recess* *Major violations (threats, physical aggressions, etc) may be sent to the office*	*Cafeteria workers* *Cafeteria workers* *Cafeteria workers and Playground supervisors* *Cafeteria workers and Playground supervisors*	*Ongoing throughout the year*

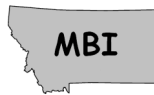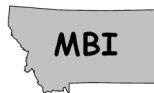|				
Systems	How will the new procedures and practices be communicated to the staff? – How will the need for the new procedures be communicated? – What "reminders and prompts" will be put in place to encourage implementation?	*Staff identified cafeteria as a "hot spot".* *Each grade level team is taught new routines and transitions and provided lessons* *Reminders and updates through* *Memos, email reminders, faculty handbooks, morning announcements, discussion at grade level and faculty meetings, etc.*	*MBI team grade level reps and administrators*	*Ongoing*
	What are the supervision requirements needed to support the student behavior? – Have adult expectations been clearly defined and communicated? – Has a supervision schedule been developed and clearly communicated? – Have "problem spots" been identified that require additional supervision?	*Develop set of routines and adult expectations for cafeteria.* *Routines and adult expectations included in faculty handbook and MBI binder* *Perpetual calendar of assigned duties and supervision responsibilities; copied for teachers*	*MBI Team, cafeteria supervisor & administrators* *MBI Team, cafeteria supervisor & administrators* *MBI Team, cafeteria supervisor & administrators*	*Summer* *Teacher work day prior to school year* *Teacher work day prior to school year*

What training is necessary for the new procedures and practices to be implemented? – Does non-certified staff require special training? How will that be provided? – Who will do the training / coaching? – How will feedback be provided to training recipients?	1. Other cafeteria workers and aides trained in routines/procedures 2. Consultation between café supervisor and administrators 3. Informal and formal job performance assessments	1.Cafe supervisor 2. Café supervisor 3. Café supervisor and administrator	1. Work days prior to first week of school 2. ongoing throughout school year 3. Mid-year and end-of-year assessments
Will resources (people, time, materials, space) need to be allocated or reallocated to successfully support the implementation of the new procedures/practices? – For training? – For supervision? – For evaluation?	Café supervisor paid for extra time involved in training staff Cafeteria personnel schedules were changed to support implementation	Administrator approved Administrator approved	Prior to first week of school Prior to first week of school
What type of on-going support is needed to support staff in implementation?	Time allotted in school day for teaching /reteaching routines Reminders and updates through Memos, faculty handbooks, email reminders, morning announcements, discussion at grade level and faculty meetings, etc.	MBI team and administrators	Ongoing
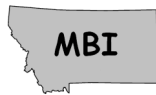
	How will the new procedures, practices, and systems of support be translated into policy?	*Procedures documented in faculty handbook*	*MBI team and administrator*	*Summer*
	How will the new procedures and practices be communicated to parents?	*Student handbooks, school website, weekly folders home, parent and teacher conferences*	*Administrators, MBI team and teachers*	*Ongoing*

	What data will be collected and reviewed for formative evaluation? – How will data be collected? – How and who will review the data? – How will implementation integrity be evaluated? – What are the formative data decisions used to make adjustments to implementation? – How will formative and summative evaluations be presented to the staff?	*1. Data collection: office referrals, informal evaluations, staff input at meetings, consultation between administrator and café workers, student interviews*	*MBI team, SWIS data entry personnel/school secretary, classroom teachers, administrator, students*	*Ongoing*
		2. Data review: MBI team reviews regularly and shares with staff	*MBI team*	*Monthly review*
		3. Implementation integrity: Office referrals location and time, staff observations for integrity	*MBI facilitator, administrator, school staff, cafeteria supervisor*	*Monthly review*
		4. 5 or more office referrals in cafeteria will trigger a review of procedures, or if schoolwide celebration does not occur at least every trimester	*MBI team*	*Monthly review*
		5. Data summaries of time, location, problem behavior presented at each faculty meeting	*MBI team data coordinator*	*Monthly*
Data	How will student outcomes be measured? – How will outcome data be collected and reviewed?	*Annual MBI Blueprint survey, student social validity surveys, SWIS data and number of celebrations will be collected.*	*MBI team, administrator, MBI team data coordinator*	*Monthly*

	How will adult perceptions be measured? – Teacher social validity? – Staff social validity? – Parent social validity?	*Social validity surveys for teachers, staff and parents, MBI Blueprint survey of staff*	*MBI team data coordinator*	*Annually*
	How will effectiveness of supporting systems be evaluated?	*Social validity surveys for teachers, staff and parents, MBI Blueprint survey of staff, reduction in office referrals pre/post implementation, staff indicate they are well informed and in agreement with routines and procedures, staff indicate supervision and resources are adequate*	*MBI team data coordinator*	*Ongoing*
	How will cost benefit of procedures/practices be evaluated?	*Cafeteria staff will indicate fewer behavior problems and decrease in office referrals*	*Cafeteria staff and administration, MBI team*	*Monthly and annual review*